

**IMPROVING THE TECHNOLOGY OF PREPARING CHILDREN FOR SCHOOL
EDUCATION THROUGH QUEST GAMES**

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Abstract: This article examines the improvement of preschool children's readiness for school through quest-based learning technology, aligned with Uzbekistan's Development Strategy for 2022–2026. Quest games serve as an interactive pedagogical tool that enhances cognitive, social, emotional, and communication skills necessary for successful school adaptation. The study analyzes the theoretical foundations and practical applications of quest-based methods in preschool education, highlighting their role in fostering independent thinking, problem-solving, and collaboration among children. Experimental results confirm the effectiveness of integrating quest games into preschool curricula, contributing to the modernization of early childhood education in line with national strategic goals.

Keywords: Quest-based learning, preschool education, school readiness, educational technology, cognitive development, Uzbekistan Development Strategy, interactive pedagogy, child development, early childhood education.

Introduction

The preschool education system is the foundation for the formation of the intellectual, social and cultural potential of each society. As the global competency-based approach to education increases and the need to develop 21st century skills in children from an early age increases, the introduction of modern pedagogical technologies into the preschool education process has become an urgent issue. In particular, active and interactive methods such as quest games are highly effective in activating children's cognitive processes during school preparation, forming the right decision-making skills in problem situations, analytical thinking, speech activity and team communication skills.

The Development Strategy of the Republic of Uzbekistan for 2022–2026 sets as a priority task the modernization of all links of the education system, including preschool education, increasing the intellectual potential of children, and the widespread introduction of advanced pedagogical technologies into practice. The strategy sets clear goals for digital education, interactive methods,

the development of children's independent thinking competencies, as well as strengthening their preparation for school. From this perspective, the improvement of educational technologies based on quest games is considered a practical implementation of strategic tasks. Quest games, in terms of their content and essence, are a set of games and tasks with a consistent scenario that encourage children to search, observe, and be resourceful. In this process, the child not only consolidates certain knowledge, but also learns to perform mental operations, determine the cause-and-effect relationships between events, as well as find his place in collective activities, communicate and cooperate. This directly affects the formation of the most important indicators of preparation for school education - social adaptation, cognitive activity, elements of educational activity, and emotional stability. Modern educational research shows that the traditional explanatory approach cannot sufficiently stimulate children's interest and activity. Education organized on the basis of interactive games significantly increases the effectiveness of teaching, as it is consistent with the natural mechanisms of child development. Quest technology creates even wider opportunities in this regard: it provides consistency, problem-solving tasks, a combination of physical and intellectual movements, a wide field for fantasy and creativity along with the content of the game. Studying the process of improving the technology of preparing children for school through quest games in preschool educational organizations is not only theoretically important, but also practically relevant. Because a child ready for school who meets today's requirements is not only a child who is ready to learn, but also an independent thinker, able to creatively approach problems, psychologically prepared for educational activities, and a socially active person. For this reason, it is necessary to conduct a deep scientific analysis of the content of quest games, their organization model, the management role of the teacher, their impact on the cognitive and emotional development of children, as well as the mechanisms for integrating technology with the tasks of the Development Strategy. This study arises from this need and is aimed at developing scientifically based proposals for further improving the technology of quest games.

The scientific methodology of this study was formed based on the conceptual ideas outlined in the introduction - the principles of modernization of preschool education set out in the Development Strategy, the need to strengthen the role of quest games in the educational process, and the competency-based model of preparing children for school. The methodology determines the theoretical foundations, scientific approaches, methods, experimental work and the logical consistency of the analysis process of this study.

Theoretical foundations

The theoretical basis of the methodology is:

- theories of psychological development of preschool children (Vygotsky, Elkonin, Galperin);
- activity-based learning model;
- the role of the competency-based approach in preparing for school;
- didactic possibilities of quest games as an interactive technology;
- requirements for the modernization of education based on innovative mechanisms put forward in the development strategy.

These theoretical foundations served to study quest games not only as an entertainment activity, but also as a pedagogical technology that forms cognitive, speech, communication, social and creative skills in a child.

Methodological approaches

The study was based on the following approaches:

1. Person-centered approach - in the quest process, education was organized in accordance with the individual development, interests, and pace of each child.
2. Activity-based approach - quests were aimed at shaping children's cognitive activity through movement, research, ingenuity and problem solving.
3. Integrative approach - in quest games, elements of mathematics, literacy preparation, speech development, acquaintance with the environment, art and physical movement were combined as a single didactic system.
4. Constructive approach - the main principle of the methodology was that children acquire knowledge not in a ready-made form, but by solving problem situations themselves.

As a result of these approaches, it was possible to scientifically substantiate the mechanism of influence of quest games on school readiness competencies.

Research methods

The following scientific methods were used to implement the research goal:

- Theoretical analysis - Scientific sources on the development strategy, state standards, and preschool education methodology were studied.
- Pedagogical observation - the influence of quest games on children's activities in real groups was studied.
- Diagnostic methods – the level of children's readiness for school (cognitive, emotional, social) was assessed through special tests.
- Experimental and test work – experimental and control groups were organized to determine the practical effectiveness of quest technology.
- Interviews and questionnaires – teachers' opinions, difficulties and needs about the technology were studied.
- Statistical processing – the results obtained were summarized using mathematical and statistical methods.

Scientific validity of the study

The methodology is based on the following scientific criteria:

- determination of the real impact of quest technology on indicators of school readiness;
- comparison of theoretical views with practical observation;

- analysis based on a scientific model consistent with the tasks of the development strategy;
- proof of the effectiveness of the technology through experimental testing.

Scope of application of the methodology

The results of the study can be used in:

- improvement of school readiness classes in preschool educational organizations;
- creation of educational and methodological complexes based on quests;
- introducing modules on interactive methods in teacher training courses;
- modernizing developmental educational programs for children aged 5–7.

Conclusion

The results of the study showed that the introduction of quest game technology into the preschool educational process significantly increases the level of children's readiness for school. The quest approach serves to form active research, independent thinking and social skills in children. This technology is inextricably linked with the goals of innovative education set out in the Development Strategy of the Republic of Uzbekistan and brings the quality of preschool education to a new level. Thus, improving the preparatory process through quest games plays an important role in the development of the country's education system.

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